

**SUITABILITY OF ETV PROGRAMME FOR FORM
ONE ENGLISH LANGUAGE SYLLABUS**

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**Graduation Project Submitted in Partial Fulfilment of the
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ABSTRACT

A need to find out the suitability of Educational Television (ETV) Programmes as a teaching resource forms the main objective of this study. The study attempts to find out the important criteria in the selection of video media materials. It also investigates how ETV programmes can be incorporated in an English lesson in addition to the recommended activities in the accompanying Teacher's Handbook. The study involves ten in-service teachers who are pursuing their bachelor's Degree in Universiti Malaysia Sarawak (UNIMAS). The respondent's perceptions form the basis in evaluating suitability of one of the existing programmes. The programme evaluated is English For Form One entitled *A Policewoman At Work*. Data was gathered through a questionnaire survey and recorded interview sessions. Findings show mixed perceptions among teachers evaluating the programme. On the whole, the programme is graded as *unsuitable* and is in dire need of improvement. However, respondents were able to identify a number of language illustrations deemed suitable to be incorporated in English lessons. The study also reveals three most important criteria in the selection of video materials: opportunity for learning, appeal to students and appropriacy of content. Some practical recommendations in selecting and using video as a teaching resource are suggested in this study.

ABSTRAK

Kajian ini bertujuan menilai kesesuaian salah sebuah rancangan Televisyen Pendidikan (TVP) sebagai sumber bahan pengajaran bahasa Inggeris. Dalam kajian ini, rancangan tersebut dianggap sebagai bahan video. Kajian ini juga mengkaji kriteria penting dalam pemilihan bahan video untuk tujuan pengajaran. Ia juga melihat bagaimana program tersebut boleh diserap dan dimanfaatkan dalam kelas bahasa Inggeris di samping aktiviti pembelajaran bahasa yang telah dirangka dalam *Buku Panduan Guru*. Kajian ini melibatkan 10 orang guru bahasa Inggeris yang sedang mengikuti program Sarjana Muda Sains Pengajaran Bahasa Inggeris Sebagai Bahasa Kedua di Universiti Malaysia Sarawak. Persepsi responden digunakan sebagai asas untuk menilai kesesuaian rancangan tersebut. Rancangan yang telah dinilai ialah rancangan untuk tingkatan satu yang bertajuk *A Policewoman At Work*. Kaedah soal selidik dan temuduga digunakan dalam kajian ini. Dapatan kajian menunjukkan persepsi yang bercanggah di kalangan mereka yang menilai rancangan tersebut. Rancangan tersebut secara amnya, dinilai sebagai *tidak sesuai* dan memerlukan beberapa perubahan. Walau bagaimanapun, para responden yang terlibat telah dapat mengenal pasti beberapa ilustrasi bahasa dalam rancangan tersebut yang sesuai digunakan untuk kelas bahasa Inggeris. Tiga kriteria utama dalam pemilihan bahan pengajaran berbentuk video telah juga dikenal pasti. Kriteria-kriteria tersebut adalah 'peluang untuk belajar', 'daya tarikan bahan ke atas minat pelajar' dan 'kesesuaian isi kandungan bahan'. Di samping itu, kajian ini memberi beberapa cadangan yang praktikal dalam pemilihan dan penggunaan video sebagai bahan pengajaran bahasa Inggeris.

Chapter 1

INTRODUCTION

This chapter starts off by giving an overview on the use of Educational Television (ETV) in Malaysia. The first part relates how ETV came about and touches on its relevancy to English Language Teaching (ELT). It then moves on to discuss the constraints in teaching of English language and the role of ELT teachers in Malaysia. The second part deals with statement of problem, research objectives, significance and limitations of the study. Finally, it concludes by giving the definitions used in the study.

1.1 Overview of ETV In Malaysia

Educational Television (ETV) has long been introduced to Malaysian schools. It was officially launched on 19 June 1972 by the then Prime Minister, Y.A.B. Tun Haji Abdul Razak bin Dato' Hussein. However, the implementation of ETV took another four years to reach Sabah and Sarawak. By then, all the necessary preparations were made to enable the two states to receive the ETV services. On 30 August 1976, ETV was officially launched simultaneously in both states by the then Minister of Education, Y.A.B. Dr. Mahathir Mohamed (Laporan Tahunan, 1980:17).

The intention of introducing ETV in Malaysian education scene are multifold. ETV is aimed to bring new benefits to the urban and rural schools in Malaysia. Such benefits include equal access to quality education (especially the rural areas), improve the standard of education in the country and unify the different ethnic groups in Malaysia (Jurnal Ulang Tahun Ke-20, 1992:12). By 1975, 5,500 television

sets and 2,500 generators (for schools without electricity supply) were provided to urban and rural schools. In the early 1980s, more than 92 per cent of the schools in Malaysia were equipped with television sets (Jurnal Ulang Tahun Ke-20, 1992:4). The provision of television sets in schools enabled teachers and learners to follow the broadcast ETV lessons.

ETV broadcast programmes encountered many setbacks in the early years. The general feedback from teachers included inconsistencies of timetables to meet the transmission time, poor reception problems and lack of audiovisual rooms (Laporan Tahunan, 1983:36). On 25 June 1979, a pioneer project involving the use of video cassette recorder (*henceforth will be referred as video media*) was undertaken. 129 schools, both of secondary and primary levels, were supplied with the video media. The timely intervention of video media technology benefited the education system as programmes can be recorded, stored and put to use whenever the need arises. To English teachers, the recorded programmes offered flexibility of selecting sequences from the ETV programmes that were illustrative of the language to be taught (Tomalin, 1986:16). Hence, selective usage of the programmes meant treating them as a teaching resource.

To date, ETV programmes for English Language Teaching (ELT) are mainly for the Lower Secondary Schools. The programmes follow the guidelines of the English Syllabus determined by the Ministry of Education. ETV broadcast lessons come with the Teacher's Handbook. This Handbook provides guidelines for teachers when using the programmes. There are four sections in the Handbook (Appendix 1): (i) objectives; (ii) synopsis; (iii) pre-telecast activities and (iv) post-telecast activities.

The objectives are stated generally. The objectives inform teachers what the material is supposed to achieve by the end of the programme. Specification of skills are also included under the objectives. The synopsis gives a brief overview of the programme. Pre-telecast activities are suggested activities which teachers can refer to when using the programmes. The pre-telecast activities are then followed by post-telecast activities. These post-telecast activities are recommended tasks for teachers to use according to their learners' needs and interests. In the Form One Teacher's Handbook, neither tapescripts nor sample worksheets was included.

The introduction of ETV in Malaysia paved the way for involving the use of audio and visual senses in learning. Under the Integrated Secondary School Curriculum (ISSC) which was implemented in 1988, much emphasis is placed on educational technology media (Hashim, 1997:245). Rationale for stressing the use of educational media is best illustrated by the philosophy of the Bahagian Teknologi Pendidikan (Laporan Tahunan, 1994:8) which states that "... the systematic use of various educational media can enhance the teaching and learning process in schools, provide opportunities to each learner to master the knowledge in more interesting and effective ways ...". Hence, the inclusion of ETV in the school curriculum reflected from this philosophical stance is seen as a means to generate interests and motivation in learning.

1.2 Constraints of Teaching English Language in Malaysia

According to Hamzah (1993:6), the official status of English in Malaysia is described as a second language and that it is a compulsory subject in the school curriculum. However, in reality English is more of a foreign language. This situation arises when

English is no longer used as the medium of instruction in schools. As Law (1997:8) asserted, "The changeover of the medium of instruction from English to Bahasa Melayu has brought in its wake attendant problems like the decline of the English language and the apathy of the students in learning it". This situation is further exacerbated by the fact that Malaysia is not an English-speaking country and that daily interactions are mostly done in the mother-tongue or the Bahasa Melayu. Hence, the need to use English for communicative purposes outside school context are not immediately met. These constraints inhibit the acquisition of English language outside formal instruction. The situation is especially noticeable for learners in the rural areas where exposure to target language are mainly from television, radio and the English teachers (Chitravelu, Sithamparam & Teh, 1995:3). Unlike many learners in the urban areas, opportunities to hear and use the language are present even outside classroom context. Thus, as observed by Ismail (1989: v), a vast disparities in students proficiency level in English exist among the same age range, in different schools including among those who attend the same schools.

The great differences in proficiency level are also realised by the ETV Broadcasting section when it encounters difficulty in meeting the needs of the different ability groups. To overcome this constraint, a decision was reached to make the programme a complementary substitute for those group of learners who have not studied the topic. The same programme is used as an enrichment activity for those who are familiar with the topic. Nevertheless, if there is no teacher available to teach the topic, the programme can still be used as the class or lesson instruction (Rancangan TV Pendidikan, 1996:3). Thus, upon this conviction, video media play a significant role

in the teaching and learning of English as it can provide the programmes which have been designed specifically for students and teachers.

1.3 Roles of ELT Teachers in Malaysia

Based on the specification listed by the Pengajaran dan Pembelajaran Bahasa Inggeris Melalui Kit Mata Pelajaran (1996), the teachers' roles are to motivate, stimulate and induce learning in a variety of situations. In the contexts of ELT, variations in teaching help to build students' motivation and interest in learning the target language. By incorporating video media in English lessons, stimulating sources for communicative activities are generated. Thus, teachers' roles are not only confined to teaching but also extend to being resource providers. Since ETV programmes are within reach for most teachers and that they are free, it makes more sense to utilise its potentials to the maximum. One of these potentials is that the recorded ETV programmes allow students to view the programmes several times according to their needs, and this feature serves as a great learning reinforcer.

1.4 Statement of Problem

Aram (1993:14) remarked: "Even though ETV cannot replace or substitute basic educational services but it can provide an additional resource to the existing basic educational system for raising educational standards." In view of this, ETV provides the support which teachers and learners greatly need for better instructional purposes.

However Quadra (1992) noted that no effort has ever been carried out to justify the contribution of ETV in this country. Nor has there been any attempts to quantify their effects on the Penilaian Menengah Rendah (PMR). Others, according to Quadra,

questioned the cost-effectiveness of the delivery system and deliberate if there are better solutions to help improve the standard of education. Nonetheless, no research data are presently available to provide a comprehensive examination on the impact of ETV programmes in the school curriculum.

1.5 Research Objectives

In light of the use of the ETV programmes in Malaysian classrooms, this study focuses on three research questions:

- Is the programme “A Policewoman At Work” suitable as a teaching resource?
- What are the three most important educational criteria that should be present in a video media material?
- How can teachers incorporate the video media programme in a language lesson in addition to the suggested activities stated in the Teacher’s Handbook?

1.6 Significance of the Study

Many Malaysian teachers overlook the role of ETV programmes as a suitable teaching resource. By examining the programme in detail, teachers will know the strength of the programme “A Policewoman At Work”. The knowledge prepares teachers with the possibilities of exploiting the strength of the material according to their learners’ proficiency level. In addition, this study will give teachers ideas of

possible activities and illustrations of language that can be exploited from the programme. Findings from the ranking of the criteria will provide insight on the determining elements that should be present in an ELT video media programme. This evaluation will provide informative feedback to Bahagian Teknologi Pendidikan (BTP) on teachers' opinion of the educational quality and value of ETV programme.

1.7 Limitation of the Study

This research only covers one English programme that is "A Policewoman At Work" which is specifically designed for Form One syllabus. Only a small number of teachers are involved in this study. They are from the Centre For Language And Communication Studies in Universiti Malaysia Sarawak and are majoring in Teaching English As A Second Language (TESL).

The study was conducted within a time frame of three months. Given a longer period of time, further research could have included the perceptions of the students and their teachers in a school based environment. A more comprehensive study could also have included all programmes designed for Form One.

1.8 Definition of terms

The following are the definition of terms used in this study:

- **ETV** is an abbreviation for Educational Television which is a non-commercial programme specially designed for the Malaysian students.
- The **ETV programme** in this study refers to one English Programme for Form One level entitled "A Policewoman At Work".

- **Video media** is used interchangeably with ETV programmes either broadcasted “on-air” or “off-air”. It also means the use of the programmes with video cassette recorder (VCR).
- **Resource materials** are types of instructional materials either in the form of hardwares or softwares used in the curriculum area to transmit educational contents to students.

Chapter 2

REVIEW OF LITERATURE

2.1 Introduction

This chapter outlines the relevance of using video media in ELT classrooms. It discusses the role of video media in instruction and thereafter presents the advantages and disadvantages of video media. It then focuses on the importance of material evaluation and finally narrows down to related literature.

2.2 The Role Of Video Media In Instruction

Video media is one of the many choices of resource materials that is within the reach of many teachers in schools. Percival and Ellington (1988:67) claimed that the use of video media in instruction is ideal for exhibiting real life experiences as it has the added advantage of having three modalities of sound, picture and motion combined. Hence, video media differs from other conventional teaching resources such as the radio, overhead projector and printed materials from these three aspects. Kozma, on the other hand, viewed video media as a “combination of technology, symbols and processing capabilities” (cited in Gruba, 1997:335). Among the three, the closest characteristic to a language teacher is the symbol as it projects the idea of literacy. The video media processing capabilities connotes learning and the characteristic of technology in instructional delivery entails a system targeted at effective learning (Gagne, 1987:12) and efficient communication between teachers and students (Hamalik, 1984:12).

No matter how one perceives the role of video media in instruction, in sum, its presence is to support teachers in delivering their lessons systematically and efficiently in order to achieve teaching and learning objectives successfully. Instructional media may take on the role of an enrichment, supplementary or even remedial support tool depending on the students' and teachers' needs. Knowing the inherent potentials in video media, teachers should not limit their teaching to textbooks and blackboards only. They may vary their teaching repertoire to include the use of video media.

2.3 Advantages of Video Media

Video media is equipped with functions which allow a selection of short sequence from any programmes by teachers for intensive study. The pause button, for instance, permits 'freeze-frame' viewing of selected sequences. Freezing the picture enables learners to fully concentrate on the visual in details. In addition, interaction between teachers and learners are generated when questions are asked on the topic, the people and the situation in the scenes viewed (Finocchiaro, 1989:152). By interacting, L2 learners gained by actually seeing how English skills serve as vehicle for real communication. Hence, video media not only presents language but also generates language from the students. In addition, the rewind and forward buttons allow users to view programmes repeatedly until comprehension is achieved.

The use of video media also offers an attractive alternative for teaching as it appeals to the affective channel. The attributes of video media, such as the use of graphics, colours, animation, music, entertainment, contextualized scenes and language, help captivate students' interests (Shrum & Glisan, 1994). Moreover, using video in the

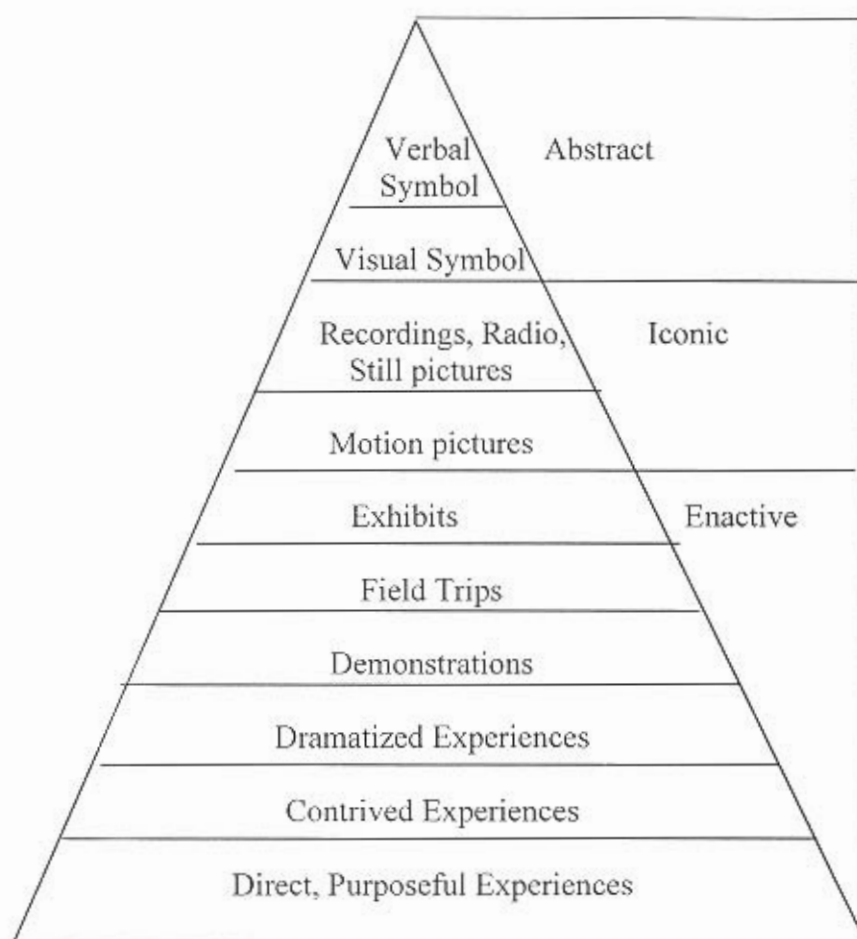
classroom relates to learners' real interaction with the media as it is commonly associated with domestic viewing. Thus, the use of video media in a familiar environment such as the classroom helps reduce learners' anxiety towards learning as similar experiences of entertainment and enjoyment exist in the minds of the learners (Allan, 1991). Equally important is the capability of video media in supporting learners who are not particularly receptive to textbook learning but, are more inclined towards visual learning (Aram, 1993:11).

Lonergan (1984:5) maintained that use of video media in an ELT lesson also appeals to learners as it makes a natural medium for presenting the totality of a communicative situation. Communicative functions (Jaafar, 1992:13), in addition to verbal information (Goldman, 1996:15), are made up of paralinguistic features like gestures, facial expressions, postures and eye contacts. Allan (1991:66) added to the list of communicative functions to encompass the extra linguistic features such as appearances of the characters which give information like age, gender, hair styles, dressing and setting. Such communicative functions as asserted by Riley (1981:145) form extra-linguistic sources of information and meaning.

Hence, the communicative functions are the visually perceived aspects of interaction which are able to transmit clues to what are being exchanged between individuals. In brief, other than totally being dependent on verbal input, learners are provided with other coping strategies such as predicting and interpreting of utterances through stimulus. The strategy of predicting and interpreting gestures are part and parcel of any communicative situation as gestures are used to reiterate and support the verbal component of an interaction.

Another advantage of video media in an ELT classroom is illustrated in Dale's Cone of Experience.

Figure 1 : Dale's Cone Of Experience



(adapted from Heinich, Molenda and Russell, 1993:12)

According to Hashim (1997:165), Dale's Cone of Experience takes into consideration learner's age in choosing the appropriate media to provide learning experiences. At children's age, Dale suggested learning is facilitated by manipulating real objects which are listed in the enactive Stage. Conversely, for adults, the best choice would be the verbal symbol which occur at the abstract level. If the objective of learning is to bring about behavioural change, then the cone is seen in an inverted manner. Dale claims that children understand better through verbal expressions and adults learn

better through the use of models. Dale's Cone of Experience shows that age plays an important role in deciding the kinds of learning experiences which teachers must generate by particular instruction. Likewise, deciding the kinds of instructional media as well as experiences too, must relate to learners' background so that learning is facilitated.

Given this understanding and putting it in the context of ELT in Malaysia, some learners will have limited relevant background knowledge on the usage of English for reference. Such limitations as address by Wolfgang (1986:41) may stem from lack of linguistic knowledge of average second language learners (L2). On the other hand, Littlewood (1988:2) asserted that unfamiliarity with the structure of the sentences and lack of linguistic competence accounts for the lack of knowledge among the learners. Massi and Merino (1996:21) attributed these limitations to dialectical varieties of the language and the different pace of the speakers, as hindrances to the comprehension of L2 learners. Drawing upon the examples of constraints from the three sources, of L2 learners' weaknesses are mostly centred on their receptive ability. Hence, L2 learners need additional support, such as visual stimulation to understanding the target language.

Such circumstances when viewed from Dale's Cone of Experience, imply that teaching and learning process should then begin from the enactive stage. This implication suggests bringing the learners to experience the real situation of a native speaker. However, such undertaking is impractical as it involves time, cost and other physical infrastructure. Nevertheless, Heinich, Molenda and Russell (1993:11) argued as there is no clear cut relationship between the stages and that the integration of instructional media is more important to build up learning experiences.

Therefore, incorporating video media at the enactive level serves to generate similar experiences in the classroom as would a field trip. In sum, video media makes learning possible because it takes them beyond regular classroom experiences.

Dale's Cone of Experience also acts as a reminder of the important role played by teachers in determining the kinds of learning experiences they provide to their learners. Selection of worthwhile learning experiences begins with the evaluation of suitable teaching materials. Selection, as argued by Edge (1993:43) does not mean that the purpose of teaching is to teach the material, but to use the material in the process. More importantly, as pointed out in Dale's Cone of Experience, selection of suitable materials should be dependent on the knowledge level of learners.

Heinich et al. (1993:25) stated the strength of video media over printed materials also includes its ability in conveying a historical feel, building empathy in others, showing role models or illustrating the activities which involved processes and procedures. Thus, video media primarily works through feelings and emotions rather than rational thoughts. The knowledge of the working of video media should sensitise teachers to focus on the visuals in raising conscious awareness of how communication works in real life. Gill (1993:29) believed that:

'... it is abstract concepts such as tolerance, politeness and open-mindedness that need to be encouraged in the language learners. These abstract concepts can be concretised in specific situations which reflect instances of either miscommunication or successful communication in varying sociocultural contexts. It is difficult to present abstract concepts in the written word without providing some form of visualisation. This difficulty can be overcome via the use of appropriate video material'.